

Chapter One

Introduction

In this chapter, the researcher discusses the background of the problem, statement, and limitation of the problem, research question, the objective of the study, the significance of the study, and outline of the study.

Background of the Study

Learning vocabulary is a must for a student who wants to learn about language, especially for the English language. It supported by Loraine (2008) who argues that vocabulary is the basic of learning the language. The English vocabulary should be mastered in English teaching and learning because it is useful for a student to communicate well, write English note, translate into the English language into another language, and other related purposes. There exist a big number of students who are still in trouble in learning English vocabulary in my observation. Teachers have offered many methods which are expected to help students easier learn vocabulary. However, the methods do not ensure them easier to master vocabulary. The condition proves that using many methods does not mean that student can directly become easier to memorize and master vocabulary.

The students need more concentration to master the vocabulary by memorizing and using the vocabulary in practices'. It is not enough for students if the teachers only teach students about the theory of memorizing vocabulary, but never asks them to practice. That is why as a

teacher we should create a new method which is easier for the student to master vocabulary. According to Kosim (2013), some teaching aids can be helpful to improve the students' vocabulary mastery in recognizing the words such as using picture series, cartoon pictures, comic books, songs, flash cards, movie and many more.

In this study, a movie is chosen as a media for teaching vocabulary. The movie is one of the audio-visual aids. The film, which is also called a movie, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Pande (2008) state that movie is an exaggerated amusing illustration caricaturing in moving diagram way of critic a person or even with some thought. The process of filmmaking has developed into an art form and industry. Using English movie can be very pleasing and interesting for the students. The movie can be an excellent medium to use because are many students interested in movies because they watch movies as an entertainment. They can learn about language style, culture, and also the native speaker's expression. So watching movies can improve their English vocabulary more easily.

Media such as a movie have very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. Titi (2007) state that English movie is used to makes the student become more interest because it will develop students imagination. Therefore the writer hopes that with the use of English movie they will become more active as a participant and more confident in express their feeling. The researcher would like to show comparison student's ability in memorizing vocabulary in the class which uses and does not use the Ratatouille movie as medium instruction.

This research would like to use animation movie, ratatouille movie for students to understand the materials. The reason why the researcher choose the ratatouille movie are : first, the ratatouille movie has polite language which student can easier to remember, the second is about The Ratatouille movie is suitable for the students because of the types of movie is animation movie which good for student to catching word based on the character in the movie, and the last is about the vocabulary, the vocabulary of ratatouille movie is not quite much, so that the student will get new vocabulary easily based on every part of the storyline on The Ratatouille movie.

Statement of the Problem

The researcher had an experience in Junior High School in Yogyakarta, especially in teaching vocabulary, Junior High School in Yogyakarta is one of private junior high school in Yogyakarta. When the researcher taught in Junior High School in Yogyakarta, some students in Junior High School in Yogyakarta unconfident to communication with English because they had lack of vocabulary. It was seen when the researcher gave the students oral exercise, and the students are difficult to understand English because they did not have vocabulary enough. The researcher used text as a medium to teach vocabulary through writing. Unfortunately, the students were not interested in writing passage. As a result, the students' vocabulary was not improved. To solve the students difficulties in learning vocabulary, the researcher tried to use the animation movie for students to get new vocabulary. The students being curious about what is the character said on animation movie and they find vocabulary from animation movie as they learn English in interesting way. Animation movie has an interest content that make the students enjoy in catching new English Vocabulary. Animation Movie can be use as media to teach vocabulary as Margono (2010) defines that movie is a good alternative media for teaching

vocabulary. It is an interesting which given audio visual examples through the acting in the scenes. From the researcher's experience, the researcher was interested in conducting experimental research to find out the effectiveness of animation movie to improve vocabulary mastery.

Research Question

The researcher considers that is very important to make the research questions conducting the research as this following:

1. How is the mastery of students' vocabulary at Junior High School in Yogyakarta before using the Ratatouille movie as media in teaching vocabulary?
2. How is the mastery of students' vocabulary Junior High School in Yogyakarta after using the Ratatouille as media in teaching vocabulary?
3. How is the mastery of students' vocabulary at Junior High School in Yogyakarta before and after using the Ratatouille movie?

The Objective of Study

The researcher had purposes of this study to:

1. To find out the students' mastery of English vocabulary before teaching student using the Ratatouille movie as media in the first-grade students of Junior High School in Yogyakarta .

2. To find out the students' mastery of English vocabulary after teaching student using the Ratatouille movie as media in the first-grade student of Junior High School in Yogyakarta.
3. To know the difference of students' mastery of English vocabulary before and after using ratatouille movie as media in teaching vocabulary at first-grade students of Junior High School in Yogyakarta.

The Significance of Study

The result of this study can contribute some significance to students and teachers. Here are the benefits:

Students. It may motivate students to improve their interest in learning English vocabulary by using The Ratatouille movie as media. The research's result will reveal the advantages and problem using The Ratatouille movie, the student may consider that The Ratatouille movie can improve their vocabulary mastery.

Teachers. The research findings are expected to be used as a consideration in teaching vocabulary in the classroom, also prepare the material of teaching vocabulary, such as : using some kind of movie to make the students are interest to learn vocabulary.

Researcher, This study can be used to motivate the researcher must choose interesting media to conduct further studies in teaching English lesson in the future.

